

Advisory Team: English Learners

MINUTES

JULY 12, 2016

9:00 TO 12:00PM

PLYMOUTH STATE UNIV.
CONCORD, NH

ADVISORY TEAM LEAD	Aaron Hughes (NH DOE)
NOTE TAKER	Karen Moore (typed by Aaron Hughes)
ATTENDEES	Nancy Morse, Jean Fahey, Karen Boxell, Mary Lou Donahoe, Bob Cioppa, Wendy Perron, Judy Sharkey, Denis Jobin, Caroline Butler, Bhagirath Khatiwada
OBSERVERS	<i>none</i>
PRE-READ MATERIALS	Google Drive: https://drive.google.com/open?id=0B6nc-AcvbcskZzJRS1IBUnNEa1E

DISCUSSION	
	<p>Growing the Team, Next Meetings, Work-in-Progress going forward</p> <p>Invite more people to become members, our meetings are public forums. Please direct use our invite list in our Google drive and add to it with recommended members. (“Community Members to Invite”) parents, special Ed, community leaders</p> <p>Timeline for work</p> <p>Expecting to make final recommendations (November) ready to go to other committees by December. Meeting times going forward (Tentative) Group discussion followed that the following dates/times were selected.</p> <ul style="list-style-type: none"> • August 18th (9-12) • September 19th (4-6) • October 17th (4-6) • November 14th (4-6) <p>Remember to use the NHDOE website for NH’s ESSA Advisory Teams (Check out the meeting minutes of the other teams)</p> <p>FAQs: ESSA and EL Programs</p> <p>Choose between 12 and 20 questions to include in our Frequently Asked Questions guidance Keep a running list (on Google Docs) Aaron will check access [DOE might be able to use state \$ for HLS, placement sheet because they may be considered state documents and can be translated into other languages]</p> <p>HLS</p> <p>Adding content Re: definitions, responsibilities on HLS—reviewed comments by Aaron</p> <p>EL Definition & Interpretation</p> <ul style="list-style-type: none"> • Higher scores for some domains? Listening/Speaking 6.0? • Are students passing out too soon? • Recommend addressing criteria for exiting program (EL designation)—some exit too early <p>Objectives</p> <ul style="list-style-type: none"> • Identifying, Screening, and Providing Services (implementation) • EL—monitor 1 & 2, change “only” to “but” • EL-advanced, change to “full exit”

ESSA proposed Regulations--Further information: age, length of time in program:

- Statement of purpose—HLS & Federal requirements
- Who gets HLS to ESOL teacher/coordinator first? (need recommendation for process)
- Change “proving compliance” to “proper identification of EL eligibility in compliance with”

Public Comment end August 1st

Proposed regulations confer—Civil Rights law to narrow achievement gaps; ELs, as a sub-group, is focus of law.

- Question posed: What is our communication assistance policy in NH, specifically in the NH DOE? Are documents available in other languages [aside from English]?
- Should we recommend translating SEA report? Yes [group response]
- Should LEA report be translated? Yes [group response]
 - As many languages as possible
- Parent involvement—need to be brought in

Accountability Taskforce Meeting on 9/9/16

What are our team’s recommendations for indicator [5th] in State plan?

- Annual assessments
- Graduation rates for high schools
- Another statewide “academic” indicator for elementary and middle
- English language proficiency for ELs
- Additional***indicator for school quality or student success (to be determined)

Indicator of career and college readiness is being considered. How about Equity? School Climate?---needs to be measurable

Share ideas on what the 5th should be (action by all)

Public comment—ideas

- Research shows 5-8 years needed for academic proficiency
- Also 7-10 years
- Open discussion questions: Progression of English Learner Development (Aaron to share data)
- What determines a “long-term ELL” ...how long is long enough/too long/how long do we keep a student in a program?
- When do 90% of EL exit? In how many years...

Subgroupings—average time an EL is in a program, how many years [6 maybe], how many schools? Is this linked to type/quality of program?

Progression of ELs is different depending on when starting and other characteristics

Comment can be dangerous to use term “long-term” EL learner can be linked to quality of program.

Possible that many are dual identified (EL and Special Ed)

Cautioned not to do “one size fits all” in the proposed regulations.

Group task:

Decide what the diverse characteristics of our ELs are in NH and determine progression of developing English from that. Use chart on pg 5 (or a different visual representation) for independent brainstorming. Next meeting individual team members will share out thoughts and ideas.

CONCLUSIONS

Team has begun work on these projects:

- Creating a FAQs (ESSA and ELs in NH)
- Revising NH Home Language Survey and Identifying Process
- Drafting EL Advisory report for NH's ESSA State Planning team

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Brainstorm the diverse characteristics of ELs in NH and contemplate a data-driven progression of development for ELs (interim and long-term goal setting)	All	8/18/16
Confirm EL Advisory Team members have access to Google Drive documents for editing and sharing	Aaron Hughes	8/16/16
Review ELL Team Folder literature (Google drive) and do some research regarding EL proficiency levels and expected growth (sharing with our team: essaadvisorynh@gmail.com)	All	8/16/16
Add/edit our list of <i>Community Members to Invite</i> https://docs.google.com/spreadsheets/d/1170ceLM8EZIcKzCIJxB7Ni6aLAD4nAmG2UxSMkJLdM8/edit#gid=0	All	8/16/16